

Orienteering Assessment

Suggested Assessment for 6th -12th grade

Title: Competitive Compass Game

Purpose: Assess individual skills in taking bearings, calculating and utilizing pace count, and using a compass.

Objective: The student will demonstrate basic orienteering skills using a compass.

Learning Target(s) (LT):

The identified activities will demonstrate the students' orienteering skills and the use of a compass:

- (1) The student will identify the parts of the compass.
- (2) The student will identify cardinal directions and apply the direction to various bearings (example: N=0/360°, E=90°, S=180°, W=270°, SW, SE, NW, NE)
- (3) The student will determine his/her pace measured in feet based upon a 100' distance. Remember when counting pace: 1 pace = 2 steps. It is recommended to round the pace to whole numbers or ½ numbers (example: 4' pace count or 4.5' pace count rather than a 4.3' pace count).
- (4) The student will calculate his/her pace based on the distance given.
- (5) The student will practice using pace, cardinal directions and compass bearings, while locating a point of reference.
- (6) Using the compass and skill card, the student will demonstrate the ability to find a bearing and use a point of reference.
- (7) The student will use and apply orienteering terminology and skills to complete the orienteering course.

National Physical Education Standards (NPE) or National Health Education Standards (NHES)

NPE1-Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

NPE 2-Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

NPE5-Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Cross-Curricular Connection to Social Studies:

NCSS-III People, Places, and Environments *NCSS: National Council for the Social Studies/Curriculum Standards for Social Studies

Missouri GLEs: (May create a cluster from any discipline.)

HM2C6, 7, 8, 9-12 – Consistently demonstrate skill competency in a variety of outdoor pursuits and recreational activities. (p. 18 PE GLEs)

PA2A6, 7, 8, 9-12 – Show personal etiquette, respect, and safety skills during physical activities. (p.7 PE GLEs)

SS5 - Elements of Geographical Study and Analysis A6 - 8 – Use geographic research sources to acquire information, answer questions and solve problems. (p. 19 SS GLEs)

SS7 Tools of Social Science Inquiry B5 - 8 – Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions. (p. 28 SS GLEs)

Show-Me Process Standards: (Goals 1-4)

1.6 – discover and evaluate patterns and relationships in information, ideas, and structures.

DOK Level: 2 (using tools and following directions to come to a conclusion)

Course Layout: Take a 100' rope and fasten markers/tags 5 feet apart. Number the tags consecutively from 1-20. Stretch the rope in an east-west direction with number 1 on the west end. Pull the rope tight and secure each end to keep the assessment as valid as possible. Recommend placing a flag at each tag for easier visual recognition by the student.

Equipment: Each participant will need a skill card, pencil, paper, calculator and compass.

Directions:

1. Start with each player at the marker which corresponds with the first “starting point” on their score card. Player will then travel according to the bearings and distances indicated.
2. Upon completing the third leg of the course, the player will write on the score card the number of the marker closest to and in their line of travel.
3. Player will then proceed to the marker indicated by the second “starting point” on the score card and repeat the procedure. Repeat over for the third “starting point”.
4. When complete, students return score cards to the teacher for collection of scores.

Scoring: The correct destination of each course is shown on the teacher’s chart. A player reaching a correct destination is awarded 100 points for that course. Otherwise, deduct 5 points for each marker away from the correct one. Add the 3 scores to obtain the player’s total. Highest possible total score is 300.

Variations in Scoring: If administered 3 times as suggested, the teacher could

- (1) utilize a total score out of 300 points possible, or
- (2) take an average score of the 3 trials out of 100 points possible, or
- (3) use the “best score” out of the attempts allowed.
- (4) Based on class results and objectives, the teacher can determine and create a rubric or scoring guide

to determine what would distinguish the following performance levels: advanced, proficient, basic, or below basic.

(5) Based on class results and objectives, the teacher can determine and create a rubric with three (3) performance levels: Target, Acceptable, Unacceptable.

(6) Create a teacher/peer checklist of orienteering skills. (ex: pace, footwear, holding the compass correctly, direction of travel arrow, head up focusing on point of reference, correct math calculation)

Attachments: Score card for compass course, teacher's chart with correct destinations

Resources:

Missouri Department of Conservation, Jean Mayer, Outdoor Skills Specialist.

Ludwig, G. S. (2003). *Map and compass: Outdoor skills education series*. Jefferson City, MO: Conservation Commission by the State of Missouri.

(n.d.). *A few scouting games*. Retrieved from bsatroup1.org/sitebuildercontent/.../afewscoutinggames.doc